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| **Name of Lesson:** Great American Inventors | | **Materials:** A Picture Book of Thomas Alva Edison, Alexander Graham Bell, Thomas Alva Edison Great Inventor, First to Fly, George Washington Carver, My Life and Work Henry Ford,  **Technology: Power point, computer research** |
| **Standard(s): SS5H3 The student will describe how life changed in America at the turn of the century.**  **Element(s):** b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).  **ELA5W2 The student demonstrates competence in a variety of genres.**  The student produces a persuasive essay that:  b. States a clear position in support of a proposal.  c. Supports a position with relevant evidence.  The student produces a narrative that:  a. Engages the reader by establishing a context, creating a point of view, and otherwise  developing reader interest. | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| How would our life be different if these inventions were not created? | How did the Great American Inventors change our lives today? | |
| **What will students understand as a result of this plan?**  **They will understand that without the Great American Inventors our life would be completely different.** | **What questions will focus this plan?**  **How do inventions change our way of life?**  **What did the Wright Brothers invent?**  **What is George Washington Carver known for?**  **What did Alexander Graham Bell invent?**  **What did Thomas Edison invent?** | |
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| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s):**  **The students will come up with a memory device to help the remember what the inventors are known for.**  **The students will pick an inventor and create a RAFT. I will explain to them what a RAFT is and give them an example, but they will come up with their own.**  **The students will come up with an award that should be given to an inventor who changed American life the most. The students will then write a persuasive essay about which one of the inventors should receive this award and why. The students will use the books I provide and the internet to research the inventor they choose.** | | |
| **Other Evidence: (quizzes, observation, work samples, etc.)**  **I will give each table an inventor and they will come up with a creative way to remember what the inventor is known for. Ex. Acrostic poem, word rhymes, songs, etc.** | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .** | **Students will need to be able to . . .** | |
| What each inventor is known for.  How each inventor impacted American life. | Write a RAFT.  Write a persuasive essay.  Come up with a creative way to remember the inventors and what they invented. | |

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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings?** | |
| **Hook: I will have the student’s think of one thing they could not live without. I will ask a few to share, and then ask them if they know who invented the product. I will then ask them if they think they could live without electricity, the telephone, peanut butter, or the airplane. I will tell the students that we will be discussing** | **Prior Knowledge:**  **Students will have already watched a brief video about the inventors.** |
| **Rationale for type instruction(D), (CL), (PB)**  **Since the students will have already watched the video about the inventors there is no need for direct instruction. A more engaging way of presenting this information is by allowing the students to work in cooperative groups to decide what each inventor is most known for.** | **Direct Instruction:**    **Cooperative Learning:**  **On a power point I will show the name a picture of an inventor. The students will talk in their table groups and decide what that inventor is most known for.**  **I will then give each table group an inventor and the students will work in their table groups to form an acrostic, word rhyme, song, etc to help their peers remember what that inventor is most known for.** |
| **Differentiation: (needs, interests, abilities of learners)**  **The students will be able to pick which ever inventor is the most interesting to them to write a RAFT.**  **Each table picks the type of memory device that best suits their needs.** | **Conclude: (Provide Opportunity to Rethink/Revise)**  **After the power point the students will choose any of the inventors we talked about and create their own RAFT.**  **The students will come up with an award that should be given to an inventor who changed American life the most. The students will then write a persuasive essay about which one of the inventors should receive this award and why. The students will use the books I provide and the internet to research the inventor they choose.** |

**Reflect:**

* **What went well?**

**The students enjoyed guessing the inventors, and they did a really great job with the RAFT. They had never completed one before, but they were all so different and creative.**

* **What would I modify?**

**I would give myself more time to create the memory devices. I think this could have been a great way to help the students remember who invented what. I would also allow for more time with to research the inventors for the persuasive essay.**

* **What learners increased their knowledge of subject matter?**

**I gave a pretest before I taught this lesson, and the data showed that all students learned from this lesson.**

**Did my assessment meet my goals to guide future instruction in this area?**

I believe that my assessments allowed me to see that my students knew what each inventor was known for, as well as added some writing aspects to build upon in future lessons.